



California High School Exit Examination

**Reporting Spring 2002 School,
District, and County Results
and
Notifying Parents/Guardians of the
CAHSEE for the 2002–03 School Year**

**Assistance Packet for
Districts and Schools**

prepared by the
Standards and Assessment Division
California Department of Education

August 2002



Preface

This assistance packet provides districts and schools with the information they need to: (1) interpret the spring (March and May) 2002 school, district, and county CAHSEE results, (2) report those results to the media and other interested parties, and (3) notify parents/guardians of the CAHSEE for the 2002–03 school year. This packet is divided into three sections, each section addressing one of these three main topics.

In May 2002, *Reporting CAHSEE Results for the 2001–02 School Year to Parents/Guardians* was released by the California Department of Education to provide districts and schools with the information needed to report the spring 2002 individual student results to parents/guardians.

Districts and school staffs are encouraged to use these two assistance packets together throughout the 2002–03 school year.



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Section I

Internet Posting of the Spring 2002 CAHSEE Aggregate Results

Introduction

Research File Layout

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Introduction

The spring 2002 CAHSEE aggregate results will be accessible through CDE's DataQuest Web site at <http://data1.cde.ca.gov/dataquest>. Once at this Web site, follow the instructions provided in the left margin to view CAHSEE results.

The DataQuest Web site will display:

- Aggregate results for the March, May, and combined March and May administrations.
- Aggregate results at the school, district, county, and state levels.
- Demographic aggregate results for students by grade level, gender, ethnicity, language fluency, socioeconomic status, and special education program participation.
- Aggregate results for English-language arts, including: number of students tested, number passed, percent passed, mean scale score, average percent correct for reading (word analysis, reading comprehension, literary response and analysis) and writing (writing strategies, writing conventions), and average score for writing applications (essay 1 and essay 2).
- Aggregate results for mathematics, including: number of students tested, number passed, percent passed, mean scale score, and average percent correct for mathematics strands (probability and statistics, number sense, algebra and functions, measurement and geometry, and algebra 1).
- Summary roster reports at the district, county, and state levels. For example, a district roster report for any given administration would display the overall results for each of the schools in the district that participated in that administration.

Research files will also be available in tab-delimited format to allow for more complex analyses and customized reporting of the data. These files will be downloadable through the California Department of Education's Educational Demographics Office Web site at <http://www.cde.ca.gov/demographics/files/index.html>.

This section provides the layout for the research files described above, followed by several sample demographic and roster reports as they will appear on the DataQuest Web site. Sample reports are provided for only a portion of the possible ways in which data can be displayed in DataQuest.



Spring 2002 CAHSEE Aggregate Results: Tab Delimited File Layout

Field Description	Corresponding Database Field	Acceptable Values
County Code	CountyCode	Alpha
District Code	DistrictCode	Alpha
Charter Number (only populated for independent charters)	CharterNumber	Alpha
School Code	SchoolCode	Alpha
County Name	CountyName	Alpha
District Name	DistrictName	Alpha
School Name	SchoolName	Alpha
Record Type	RecordType	04=state 05=county 06=district 07=school
Summary Type	SummaryType	01=All Students Tested 02=Grade 10 03=Grade 11 04=Grade 12 05=Grade AE 06=Grade Unknown 07=Male 08=Female 09=Gender Unknown 10=American Indian or Alaskan Native 11=Asian 12=Pacific Islander 13=Filipino 14=Hispanic or Latino 15=African American 16=White 17=Race/Ethnicity Unknown 18=English Only 19=Initially Fluent English Proficient (IFEP) 20=Redesignated Fluent English Proficient (RFEP) 21=English Learner (EL) 22=Language Fluency Unknown 23=Not Economically Disadvantaged 24=Economically Disadvantaged 25=Economic Status Unknown 26=Participating in Special Education Program 27= Not Participating in Special Education Program



Field Description	Corresponding Database Field	Acceptable Values
Administration	Administration	C=Combined Administration S=Single Administration
Math Test Date	MathTestDate	MM/DD/YY or Blank
Math Enrollment	MathEnrollment	0-99999999
Math Number Tested	MathNumberTested	0-99999999
Math Number Passed	MathNumberPassed	0-99999999
Math Percentage Passed	MathPercentPassed	0-100
Math Number Not Passed	MathNumberNotPassed	0-99999999
Math Percentage Not Passed	MathPercentageNotPassed	0-100
Math Mean Scale Score	MathMeanScaleScore	250-450
Math <i>Probability & Statistics</i> Percent Correct	MathPSPercentCorrect	0 - 100
Math <i>Number Sense</i> Percent Correct	MathNSPercentCorrect	0 - 100
Math <i>Algebra & Functions</i> Percent Correct	MathAFPercentCorrect	0 - 100
Math <i>Measurement & Geometry</i> Percent Correct	MathMGPercentCorrect	0 - 100
Math <i>Algebra 1</i> Percent Correct	MathA1PercentCorrect	0 - 100
ELA Test date	ELATestDate	MM/DD/YY or Blank
ELA Enrollment	ELAEnrollment	0-99999999
ELA Number Tested	ELANumberTested	0-99999999
ELA Number Passed	ELANumberPassed	0-99999999
ELA Percentage Passed	ELAPercentPassed	0-100
ELA Number Not Passed	ELANumberNotPassed	0-99999999
ELA Percentage Not Passed	ELAPercentageNotPassed	0-100
ELA Mean Scale Score	ELAMeanScaleScore	250-450
ELA Reading - <i>Word Analysis</i> Percent Correct	ELAWAPercentCorrect	0 - 100
ELA Reading - <i>Reading Comprehension</i> Percent Correct	ELARCPercentCorrect	0 - 100
ELA Reading - <i>Literary Responses and Analysis</i> Percent Correct	ELALRAPercentCorrect	0 - 100
ELA Writing - <i>Writing Strategies</i> Percent Correct	ELAWSPercentCorrect	0 - 100
ELA Writing - <i>Writing Conventions</i> Percent Correct	ELAWCPercentCorrect	0 - 100
ELA Writing Applications - <i>Essay 1</i> Scale Score	ELAES1AvgScore	0.0 - 4.0
ELA Writing Applications - <i>Essay 2</i> Scale Score	ELAES2AvgScore	0.0 - 4.0
Current System Date		MM/DD/YY

* Several codes have changed from the spring 2001 file layout.



Sample School Report – Mathematics

Demographic Summary for All Students Tested

California High School Exit Examination
Demographic Summary for All Students Tested
Mathematics (March 2002)

- [To Research Files](#)
- [CAHSEE web site](#)
- [DataQuest Home Page](#)

County: 00 – EXAMPLE COUNTY
District: 00000 – EXAMPLE SCHOOL DISTRICT
School: 0000000 – EXAMPLE HIGH SCHOOL

Number of Students Tested: 452
Number of Students Enrolled: 840

	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score	Strands for Mathematics (Average Percent Correct)				
							Probability & Stat.	Number Sense	Algebra & Func.	Meas. & Geometry	Algebra I
All Students Tested (Average)	452	271	60%	181	40%	375	92%	68%	53%	61%	92%
Grade											
Tenth	452	271	60%	181	40%	375	92%	68%	53%	61%	92%
Eleventh	0	--	--%	--	--%	--	--%	--%	--%	--%	--%
Twelfth	0	--	--%	--	--%	--	--%	--%	--%	--%	--%
Adult Ed.	0	--	--%	--	--%	--	--%	--%	--%	--%	--%
Unknown	0	--	--%	--	--%	--	--%	--%	--%	--%	--%
Gender											
Female	217	130	60%	87	40%	375	92%	68%	53%	61%	92%
Male	210	126	60%	84	40%	375	92%	68%	53%	61%	92%
Unknown	25	15	60%	10	40%	375	92%	68%	53%	61%	92%
Ethnicity											
American Indian or Alaskan Native	5	--	--%	--	--%	--	--%	--%	--%	--%	--%
Asian	108	65	60%	43	40%	375	92%	68%	53%	61%	92%
African-American	68	41	60%	27	40%	375	92%	68%	53%	61%	92%
Filipino	50	30	60%	20	40%	375	92%	68%	53%	61%	92%
Hispanic or Latino	104	62	60%	42	40%	375	92%	68%	53%	61%	92%
Pacific Islander	9	--	--%	--	--%	--	--%	--%	--%	--%	--%
White (not of Hispanic origin)	83	50	60%	33	40%	375	92%	68%	53%	61%	92%
Unknown	25	15	60%	10	40%	375	92%	68%	53%	61%	92%
Language Fluency											
English Learner (EL)	35	21	60%	14	40%	375	92%	68%	53%	61%	92%
Initially Fluent English Proficient (IFEP)	25	15	60%	10	40%	375	92%	68%	53%	61%	92%
Redesignated Fluent English Proficient (RFEP)	45	27	60%	18	40%	375	92%	68%	53%	61%	92%
English Only	322	193	60%	129	40%	375	92%	68%	53%	61%	92%
Unknown	25	15	60%	10	40%	375	92%	68%	53%	61%	92%
Economic Status											
Economically Disadvantaged Students	185	111	60%	74	40%	375	92%	68%	53%	61%	92%
Non-Economically Disadvantaged Students	212	127	60%	85	40%	375	92%	68%	53%	61%	92%
Unknown	55	33	60%	22	40%	375	92%	68%	53%	61%	92%
Special Education Program Participation											
Students Receiving Services	8	--	--%	--	--%	--	--%	--%	--%	--%	--%
Students Not Receiving Services	444	266	60%	178	40%	375	92%	68%	53%	61%	92%

-- To protect privacy, no results for any group with fewer than 11 students will be released.

You may obtain copies of selected test questions at your school site or at the following Web site: <http://www.cde.ca.gov/statetests/cahsee>.



Sample School Report – English-Language Arts Demographic Summary for All Students Tested

California High School Exit Examination
Demographic Summary for All Students Tested
English-Language Arts (March 2002)

- [To Research Files](#)
- [CAHSEE web site](#)
- [DataQuest Home Page](#)

County: 00 – EXAMPLE COUNTY
District: 00000 – EXAMPLE SCHOOL DISTRICT
School: 0000000 – EXAMPLE HIGH SCHOOL

Number of Students Tested: 452
Number of Students Enrolled: 461

	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score	Reading Avg. Percent Correct			Writing Avg. Percent Correct		Writing Applications* Average Score	
							Word Analysis	Reading Comp.	Lit. Resp. Analysis	Writing Strat.	Writing Conv.	Essay 1	Essay 2
All Students Tested (Average)	452	271	60%	181	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Grade													
Tenth	452	271	60%	181	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Eleventh	0	--	--%	--	--%	--	--%	--%	--%	--%	--%	--	--
Twelfth	0	--	--%	--	--%	--	--%	--%	--%	--%	--%	--	--
Adult Ed.	0	--	--%	--	--%	--	--%	--%	--%	--%	--%	--	--
Unknown	0	--	--%	--	--%	--	--%	--%	--%	--%	--%	--	--
Gender													
Female	217	130	60%	87	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Male	210	126	60%	84	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Unknown	25	15	60%	10	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Ethnicity													
American Indian or Alaskan Native	5	--	--%	--	--%	--	--%	--%	--%	--%	--%	--	--
Asian	108	65	60%	43	40%	375	90%	54%	42%	82%	38%	3.5	2.5
African-American	68	41	60%	27	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Filipino	50	30	60%	20	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Hispanic or Latino	104	62	60%	42	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Pacific Islander	9	--	--%	--	--%	--	--%	--%	--%	--%	--%	--	--
White (not of Hispanic origin)	83	50	60%	33	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Unknown	25	15	60%	10	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Language Fluency													
English Learner (EL)	35	21	60%	14	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Initially Fluent English Proficient (IFEP)	25	15	60%	10	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Redesignated Fluent English Proficient (RFEP)	45	27	60%	18	40%	375	90%	54%	42%	82%	38%	3.5	2.5
English Only	322	193	60%	129	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Unknown	25	15	60%	10	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Economic Status													
Economically Disadvantaged Students	185	111	60%	74	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Non-Economically Disadvantaged Students	212	127	60%	85	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Unknown	55	33	60%	22	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Special Education Program Participation													
Students Receiving Services	8	--	--%	--	--%	--	--%	--%	--%	--%	--%	--	--
Students Not Receiving Services	444	266	60%	178	40%	375	90%	54%	42%	82%	38%	3.5	2.5

* Each student essay receives two scores that range from 1 (lowest) to 4 (highest) or non-scorable (NS). The average of these two scores is listed above. The Writing Applications score counts as 30% of the total English-Language Arts score

-- To protect privacy, no results for any group with fewer than 11 students will be released.

You may obtain copies of selected test questions at your school site or at the following Web site: <http://www.cde.ca.gov/statetests/cahsee>



Sample District Report – Mathematics

Demographic Summary for All Students Tested

California High School Exit Examination
Demographic Summary for All Students Tested
Mathematics (March 2002)

County: 00 – EXAMPLE COUNTY
District: 00000 – EXAMPLE SCHOOL DISTRICT

Number of Students Tested: 452
Number of Students Enrolled: 840

- [To Research Files](#)
- [District Roster Report](#)
- [CAHSEE web site](#)
- [DataQuest Home Page](#)

	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score	Strands for Mathematics (Average Percent Correct)				
							Probability & Stat.	Number Sense	Algebra & Func.	Meas. & Geometry	Algebra I
All Students Tested (Average)	452	271	60%	181	40%	375	92%	68%	53%	61%	92%
Grade											
Tenth	452	271	60%	181	40%	375	92%	68%	53%	61%	92%
Eleventh	0	--	--%	--	--%	--	--%	--%	--%	--%	--%
Twelfth	0	--	--%	--	--%	--	--%	--%	--%	--%	--%
Adult Ed.	0	--	--%	--	--%	--	--%	--%	--%	--%	--%
Unknown	0	--	--%	--	--%	--	--%	--%	--%	--%	--%
Gender											
Female	217	130	60%	87	40%	375	92%	68%	53%	61%	92%
Male	210	126	60%	84	40%	375	92%	68%	53%	61%	92%
Unknown	25	15	60%	10	40%	375	92%	68%	53%	61%	92%
Ethnicity											
American Indian or Alaskan Native	5	--	--%	--	--%	--	--%	--%	--%	--%	--%
Asian	108	65	60%	43	40%	375	92%	68%	53%	61%	92%
African-American	68	41	60%	27	40%	375	92%	68%	53%	61%	92%
Filipino	50	30	60%	20	40%	375	92%	68%	53%	61%	92%
Hispanic or Latino	104	62	60%	42	40%	375	92%	68%	53%	61%	92%
Pacific Islander	9	--	--%	--	--%	--	--%	--%	--%	--%	--%
White (not of Hispanic origin)	83	50	60%	33	40%	375	92%	68%	53%	61%	92%
Unknown	25	15	60%	10	40%	375	92%	68%	53%	61%	92%
Language Fluency											
English Learner (EL)	35	21	60%	14	40%	375	92%	68%	53%	61%	92%
Initially Fluent English Proficient (IFEP)	25	15	60%	10	40%	375	92%	68%	53%	61%	92%
Redesignated Fluent English Proficient (RFEP)	45	27	60%	18	40%	375	92%	68%	53%	61%	92%
English Only	322	193	60%	129	40%	375	92%	68%	53%	61%	92%
Unknown	25	15	60%	10	40%	375	92%	68%	53%	61%	92%
Economic Status											
Economically Disadvantaged Students	185	111	60%	74	40%	375	92%	68%	53%	61%	92%
Non-Economically Disadvantaged Students	212	127	60%	85	40%	375	92%	68%	53%	61%	92%
Unknown	55	33	60%	22	40%	375	92%	68%	53%	61%	92%
Special Education Program Participation											
Students Receiving Services	8	--	--%	--	--%	--	--%	--%	--%	--%	--%
Students Not Receiving Services	444	266	60%	178	40%	375	92%	68%	53%	61%	92%

-- To protect privacy, no results for any group with fewer than 11 students will be released.

You may obtain copies of selected test questions at your school site or at the following Web site: <http://www.cde.ca.gov/statetests/cahsee>.



Sample District Report – Mathematics

Roster for All Students Tested

California High School Exit Examination
School Listing – EXAMPLE SCHOOL DISTRICT
Mathematics (March 2002)

Number of Students Tested: 1,560
Number of Students Enrolled: 1,983

- [To Research Files](#)
- [Back to District Report](#)
- [CAHSEE web site](#)
- [DataQuest Home Page](#)

District Code and Name	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score	Strands for Mathematics (Average Percent Correct)				
							Probability & Stat.	Number Sense	Algebra & Func.	Meas. & Geometry	Algebra I
All Students Tested (Average)	1,560	936	60%	624	40%	375	92%	68%	53%	61%	92%
0000000 Example School #1	203	122	60%	81	40%	375	92%	68%	53%	61%	92%
0000001 Example School #2	188	113	60%	75	40%	375	92%	68%	53%	61%	92%
0000002 Example School #3	487	292	60%	195	40%	375	92%	68%	53%	61%	92%
0000003 Example School #4	237	142	60%	95	40%	375	92%	68%	53%	61%	92%
0000004 Example School #5	445	267	60%	178	40%	375	92%	68%	53%	61%	92%

-- To protect privacy, no results for any group with fewer than 11 students will be released.

You may obtain copies of selected test questions at your school site or at the following Web site: <http://www.cde.ca.gov/statetests/cahsee>.



Sample County Report – English-Language Arts Demographic Summary for All Students Tested

California High School Exit Examination
Demographic Summary for All Students Tested – EXAMPLE COUNTY
English-Language Arts (March 2002)

Number of Students Tested: 452
Number of Students Enrolled: 461

- [To Research Files](#)
- [County Roster Report](#)
- [CAHSEE web site](#)
- [DataQuest Home Page](#)

	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score	Reading Avg. Percent Correct			Writing Avg. Percent Correct		Writing Applications* Average Score	
							Word Analysis	Reading Comp.	Lit. Resp. Analysis	Writing Strat.	Writing Conv.	Essay 1	Essay 2
All Students Tested (Average)	452	271	60%	181	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Grade													
Tenth	452	271	60%	181	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Eleventh	0	--	--	--	--	--	--	--	--	--	--	--	--
Twelfth	0	--	--	--	--	--	--	--	--	--	--	--	--
Adult Ed.	0	--	--	--	--	--	--	--	--	--	--	--	--
Unknown	0	--	--	--	--	--	--	--	--	--	--	--	--
Gender													
Female	217	130	60%	87	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Male	210	126	60%	84	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Unknown	25	15	60%	10	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Ethnicity													
American Indian or Alaskan Native	5	--	--	--	--	--	--	--	--	--	--	--	--
Asian	108	65	60%	43	40%	375	90%	54%	42%	82%	38%	3.5	2.5
African-American	68	41	60%	27	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Filipino	50	30	60%	20	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Hispanic or Latino	104	62	60%	42	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Pacific Islander	9	--	--	--	--	--	--	--	--	--	--	--	--
White (not of Hispanic origin)	83	50	60%	33	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Unknown	25	15	60%	10	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Language Fluency													
English Learner (EL)	35	21	60%	14	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Initially Fluent English Proficient (IFEP)	25	15	60%	10	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Redesignated Fluent English Proficient (RFEP)	45	27	60%	18	40%	375	90%	54%	42%	82%	38%	3.5	2.5
English Only	322	193	60%	129	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Unknown	25	15	60%	10	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Economic Status													
Economically Disadvantaged Students	185	111	60%	74	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Non-Economically Disadvantaged Students	212	127	60%	85	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Unknown	55	33	60%	22	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Special Education Program Participation													
Students Receiving Services	8	--	--	--	--	--	--	--	--	--	--	--	--
Students Not Receiving Services	444	266	60%	178	40%	375	90%	54%	42%	82%	38%	3.5	2.5

* Each student essay receives two scores that range from 1 (lowest) to 4 (highest) or non-scorable (NS). The average of these two scores is listed above. The Writing Applications score counts as 30% of the total English-Language Arts score

-- To protect privacy, no results for any group with fewer than 11 students will be released.

You may obtain copies of selected test questions at your school site or at the following Web site: <http://www.cde.ca.gov/statetests/cahsee>.



Sample County Report – English-Language Arts Roster for All Students Tested

California High School Exit Examination
District Listing – EXAMPLE COUNTY
English-Language Arts (March 2002)

Number of Students Tested: 3,075
Number of Students Enrolled: 4,692

- [To Research Files](#)
- [Back to County Report](#)
- [CAHSEE web site](#)
- [DataQuest Home Page](#)

	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score	Reading Avg. Percent Correct			Writing Avg. Percent Correct		Writing Applications* Average Score	
							Word Analysis	Reading Comp.	Lit. Resp. Analysis	Writing Strat.	Writing Conv.	Essay 1	Essay 2
All Students Tested (Average)	3,075	1,842	60%	1,233	40%	375	90%	54%	42%	82%	38%	3.5	2.5
00000 Example School District #1	452	271	60%	181	40%	375	90%	54%	42%	82%	38%	3.5	2.5
00001 Example School District #2	391	234	60%	157	40%	375	90%	54%	42%	82%	38%	3.5	2.5
00002 Example School District #3	1,021	612	60%	409	40%	375	90%	54%	42%	82%	38%	3.5	2.5
00003 Example School District #4	644	386	60%	258	40%	375	90%	54%	42%	82%	38%	3.5	2.5
00004 Example School District #5	217	130	60%	87	40%	375	90%	54%	42%	82%	38%	3.5	2.5
00005 Example School District #6	212	127	60%	85	40%	375	90%	54%	42%	82%	38%	3.5	2.5
00006 Example School District #7	25	15	60%	10	40%	375	90%	54%	42%	82%	38%	3.5	2.5
00007 Example School District #8	5	--	--	--	--	--	--	--	--	--	--	--	--
00008 Example School District #9	108	65	60%	43	40%	375	90%	54%	42%	82%	38%	3.5	2.5

* Each student essay receives two scores that range from 1 (lowest) to 4 (highest) or non-scorable (NS). The average of these two scores is listed above. The Writing Applications score counts as 30% of the total English-Language Arts score.

-- To protect privacy, no results for any group with fewer than 11 students will be released.

You may obtain copies of selected test questions at your school site or at the following Web site: <http://www.cde.ca.gov/statetests/cahsee>.



Section II

Reporting CAHSEE Aggregate Results

Introduction

Public Release Dates for CAHSEE Materials

Facts about the CAHSEE

**Reporting the Spring 2002 Aggregate
Results: Questions and Answers**

**Guidelines for Reporting the Spring 2002
Aggregate Results to the Media**

Sample Local Press Release

**Sample Talking Points for District/
County Administrators**



Introduction

The California Department of Education will release the spring 2002 CAHSEE aggregate results in late September 2002. Districts and schools are likely to receive questions about results at the local level from parents, guardians, the media and other interested parties. This section has been designed to assist districts and schools in responding to such questions.

Included in this section are:

- Public release dates for the spring 2002 CAHSEE aggregate results
- A fact sheet about the CAHSEE
- A question-and-answer document about reporting CAHSEE results
- Guidelines for reporting CAHSEE aggregate results to the media
- A sample local press release
- Sample talking points

The sample press release and talking points should be modified to best fit the needs of the school district.



2002 Public Release Dates for CAHSEE Materials

May 16	<i>Reporting CAHSEE Results for the 2001–02 School Year to Parents/Guardians</i> assistance packet posted to the CAHSEE Web site.
August 16	New set of released test questions posted to the CAHSEE Web site. The set includes 62 English-language arts questions (2 of which are writing tasks) and 60 math questions.
August 30	New CAHSEE Teacher Guides posted to the CAHSEE Web site. <i>Reporting Spring 2002 School, District, and County CAHSEE Results and Notifying Parents/Guardians of the CAHSEE for the 2002–03 School Year: Assistance Packet for Districts and Schools</i> posted to the CAHSEE Web site.
September 20	<i>Reporting Spring 2002 School, District, and County CAHSEE Results and Notifying Parents/Guardians of the CAHSEE for the 2002–03 School Year: Assistance Packet for Districts and Schools</i> mailed to districts. New CAHSEE Teacher Guides mailed to districts. New set of released test questions mailed to districts.
September 30	Spring 2002 CAHSEE aggregate results at the school, district, county, and state levels posted to CDE's DataQuest Web site.
September 30 & October 2	North/South meeting – September 2002 Assistance Packet, new CAHSEE Teacher Guides, and CAHSEE Remediation Guide distributed. (September 30–Sacramento; October 2–Burbank)
October 10	CAHSEE Remediation Guide mailed to districts.



Facts about the California High School Exit Examination

- State law (Senate Bill 2X), passed in 1999, authorized the development of the California High School Exit Examination (CAHSEE) that students in California public schools will have to pass to receive a high school diploma, beginning with the graduating class of 2004.
- The purpose of the CAHSEE is to help ensure that students who graduate from high school can demonstrate competency in state content standards for reading, writing, and mathematics.
- Assembly Bill (A.B.) 1609, signed by the Governor in October 2001, requires a study to examine whether the test development process and the implementation of standards-based instruction meet the required standards for a high-stakes test. The final report of this study is due by May 1, 2003. A.B. 1609 also authorizes the State Board of Education, on or before August 1, 2003, to delay the date upon which each pupil completing grade 12 is required to successfully pass the CAHSEE. The Board is to use the results of the study as the basis for its decision.

Student Participation

- Beginning with the 2000–01 school year, districts are required to send notification about the CAHSEE to parents/guardians of grade 9 students at the beginning of the first semester or quarter of the regular school term and each year thereafter.
- The CAHSEE consists of two parts: mathematics and English-language arts. The passing score for the mathematics portion of the exam is 55% or a scale score of 350. The passing score for the English-language arts portion of the exam is 60% or a scale score of 350.
- In spring 2002, all tenth-grade students (class of 2004) were required to take the CAHSEE, except those students who previously took and passed both parts. The pass rates for the spring 2002 administrations will be available in late September.
- Students may be given seven additional opportunities to retake the exam. Only the part(s) not passed must be taken again.
- Districts must provide supplemental instruction to students who do not pass the CAHSEE.
- Students who are English learners are required to take the CAHSEE in grade 10 with all students. These students must complete six months of instruction in reading, writing, and comprehension in English during the first 24 months of enrollment in the California school system. They are required to take the CAHSEE during this time. All students must pass the CAHSEE in English to receive their high school diploma.



- Students with special needs must pass the CAHSEE to receive their high school diploma. The CAHSEE must be administered with accommodations and/or modifications specified in the student's Individualized Education Program (IEP) or Section 504 Plan for classroom or statewide testing.
- Students who take the test using a modification will receive an invalidated test score. However, if the invalidated test score is the equivalent to a passing score (i.e., 350 or higher), the district may submit a waiver request on behalf of the student to waive the requirement of successful passage of one or both parts of the CAHSEE to receive a diploma.

Test Content and Format

- The English-language arts part of the CAHSEE addresses state content standards through grade 10. The exam consists of multiple-choice questions and writing tasks. The reading portion covers vocabulary, decoding, informational reading, and literary reading. The writing portion covers writing strategies, applications, and conventions (e.g., spelling, grammar, punctuation). The exam also has a written response to literature or an informational passage and another written response to a writing prompt.
- The mathematics part of the CAHSEE addresses state content standards in grades 6 and 7 as well as algebra 1. It includes statistics, data analysis and probability, number sense (including computation), measurement and geometry, mathematical reasoning, and algebra. Students also must demonstrate a strong foundation in arithmetic, including working with decimals, fractions, and percents. The math exam consists of all multiple-choice questions.
- Released test questions from previous administrations of the CAHSEE are available on CDE's CAHSEE Web site at <http://www.cde.ca.gov/statetests/cahsee/>.

Reporting/Using Results

- When districts receive individual student CAHSEE reports, they are to distribute these reports to parents/guardians. CDE will post group-level results annually on the Internet.
- Districts must provide supplemental instruction aligned to the state content standards to assist students who do not pass the exam. This may apply to the seniors who do not pass.

More Information

- Additional information about the CAHSEE is posted on the CDE's CAHSEE Web site at <http://www.cde.ca.gov/statetests/cahsee/>.



Reporting the Spring 2002 CAHSEE Aggregate Results: Questions and Answers

When will the spring 2002 CAHSEE results be released to the public?

In September 2002, the spring 2002 CAHSEE results for schools, districts, counties, and the state are scheduled to be posted on the California Department of Education's DataQuest Web site at <http://data1.cde.ca.gov/dataquest>. A link to this Web site will be available through CDE's CAHSEE Web site at <http://www.cde.ca.gov/statetests/cahsee/>. Individual student CAHSEE results are confidential and are not included in the Internet posting.

How can media representatives get the CAHSEE results?

The only direct source for the CAHSEE aggregate results will be CDE's DataQuest Web site. Research files will also be available in tab-delimited format to allow for more complex analyses and customized reporting of the data. These files will be downloadable through CDE's Educational Demographics Office Web site at <http://www.cde.ca.gov/demographics/files/index.html>. A link to this Web site will be available through CDE's CAHSEE Web site.

What reports will be on the Internet?

The Internet reports will include spring 2002 CAHSEE aggregate results for schools, districts, counties, and the state. Results can be viewed from the March 2002, May 2002, and combined March and May 2002 administration. No individual student results will be reported.

What information will appear on the Internet reports?

The Internet reports will present information for all students tested by:

- Gender
- Ethnicity
- Language fluency
- Economic status
- Special education program participation

The Internet reports for mathematics and English-language arts will show:

- Number of students tested
- Number and percent of students who passed
- Number and percent of students who did not pass
- Mean (average) scale score for all students tested

Additional scores for mathematics will include the mean (average) percent correct for the following strands:

- Probability and statistics
- Number sense
- Algebra and functions
- Measurement and geometry
- Algebra 1

Additional scores for English-language arts will include the mean (average) percent correct for:

Reading

- Word analysis
- Reading comprehension
- Literary response and analysis

Writing

- Writing strategies
- Writing conventions

NOTE: The additional scores will not be presented for the combined March and May 2002 administrations, since different forms of the test were used during these administrations.



Reporting the Spring 2002 CAHSEE Aggregate Results: Questions and Answers

What is a mean scale score?

A mean scale score is the statistical average of a group of scale scores. For example, a mean scale score for a school district is the average scale score for the schools in that district. Mean scale scores are used for reporting CAHSEE group results to provide a more precise measurement and to assure that tests given during different administrations are comparable. The CAHSEE provides scale scores for individual students and a mean or average scale score for groups of students. A mean scale score for the CAHSEE ranges from approximately 250 to 450.

How can media representatives see the CAHSEE questions that were administered?

A sample of the questions (62 English-language arts questions and 60 math questions) from March and May 2002 administrations of the CAHSEE are posted on CDE's CAHSEE Web site at <http://www.cde.ca.gov/statetests/cahsee/>. The same number of questions from the March and May 2001 administrations is also available on this Web site.

For more information...

Questions about the spring 2002 CAHSEE results should be directed to CDE's Standards and Assessment Division of the CDE at (916) 657-3011. Additional information can be obtained through CDE's CAHSEE Web site at <http://www.cde.ca.gov/statetests/cahsee/>.

Guidelines for Reporting the Spring 2002 CAHSEE Aggregate Results to the Media

The California High School Exit Examination (CAHSEE) represents a milestone for public education. Results of California's effort to require students to pass a state test to receive their high school diploma will attract a great deal of media attention. The ability of schools, districts, and county administrators to respond proactively to media inquiries about local CAHSEE results for the spring 2002 administration will be crucial in developing a foundation of understanding about this exam. The following guidelines are for district and county personnel responsible for working with the media.

Advance Preparation

- Prepare a local news release and any camera-ready graphs or charts that you would like the media to use. Make sure the release includes a brief statement about what is currently being done to:
 - Align curriculum and instruction to state content standards in your district's schools (K–12)
 - Ensure that all students will have the knowledge and skills to pass the CAHSEE
 - Ensure that students who have not passed the CAHSEE are getting remediation
- Organize a CAHSEE fact sheet for the district or county and its high schools that includes:
 - The number of tenth grade students enrolled at each high school in spring 2002
 - The number of English learners, the number of students in special education and other special programs enrolled at each high school, and the number who took the CAHSEE in spring 2002
 - Results of student achievement data other than CAHSEE (e.g., district-initiated tests; STAR, PSAT, SAT, and/or AP results; number of Golden State Examination scholars; National Merit Scholar winners; statewide winners of the Governor's Scholars awards)
 - Other information that is helpful in providing a district/school profile of student achievement
 - Develop brief talking points about spring 2002 CAHSEE results at the school, district and/or county level to assist in media interviews.



Some Questions Local Media May Ask

- How many tenth graders (class of 2004) in your schools/district/county took the CAHSEE in spring 2002? How many of these students were taking the exam for the second time?
- How many students in the class of 2004 in your district/county have now passed the CAHSEE? How many have passed only the mathematics portion? How many have passed only the English-language arts portion?
- How did students in different subgroups (e.g., gender, ethnicity, language fluency) in your schools/district/county perform on the CAHSEE?
- How many students with special needs took the CAHSEE?
- Were any testing accommodations provided?
- Is there an alternate means by which students with special needs can obtain a high school diploma (*waivers* – see “*Facts about the CAHSEE*”)?
- How many tenth graders (class of 2004) have now passed the CAHSEE and how many still need to pass?
- What did your schools do last year to help students prepare for the CAHSEE (e.g., summer school, after school tutoring)?
- What staff development is being provided to your teachers to help them implement standards-based instruction?
- What resources (e.g., supplemental instruction) are your schools providing to help students who took the CAHSEE but did not pass one or both parts?
- What funds are your schools receiving to help prepare students for the CAHSEE?
- How can you explain the CAHSEE results your school(s) received?
- How can you explain the difference (if any) between results on the STAR tests and the CAHSEE?
- Do you feel the CAHSEE results accurately reflect student achievement at your school(s)? Why or why not?
- How can students, parents, and community members get answers to questions about the CAHSEE and the spring 2002 test results?



Media Contact

- Determine who in the district/county will handle media requests about the CAHSEE.
- Establish a process and schedule for working with media covering the CAHSEE results.
- Schedule briefings with local editorial boards and education writers to develop an understanding about the CAHSEE before the Internet reports are posted.



Sample Local Press Release

“Results of the California High School Exit Examination (CAHSEE) for the district/county are (are not) consistent with results of other state achievement tests taken by our tenth grade students last spring,” Superintendent _____ said today after a preliminary review of results of the state’s exit exam for high school graduation.

Under current law, students in California public schools must pass the CAHSEE to receive a high school diploma, beginning with the class of 2004. This is in addition to district graduation requirements. In March (May), about _____ percent of the eligible tenth graders in our district/county took the CAHSEE. *Briefly describe district/county results here.*

“The results indicate that our schools are on track in their efforts (need to increase their efforts) to increase the academic achievement of all students,” _____ said.

The CAHSEE addresses state content standards in English-language arts and mathematics. The English-language arts part of the exam addresses content standards through grade 10. The mathematics part addresses state content standards in grades 6 and 7 as well as algebra 1. Questions for both parts of the exam are in a multiple-choice format, except for two written essays required for English-language arts.

“We are pushing ahead as quickly as time and funding will allow to implement state content standards at every grade level in our elementary, middle, and high schools,” _____ added. “California’s content standards are the most rigorous state standards in the nation.”

Students who did not pass the CAHSEE last spring will have several opportunities to take and pass it throughout their high school years.

_____ concluded, “School staffs will be working very closely with all students who did not pass the CAHSEE to provide them with the additional instructional assistance they need to be successful.”

Parents who wish to know more about the CAHSEE are advised to contact their student’s school office. Special informational meetings for parents will be announced as soon as the data are finalized.



Sample Talking Points for District/County Administrators

- Last spring, most (some, few) of the tenth graders at our school(s) who have not already passed both parts of the exam took the CAHSEE.
- Our CAHSEE results indicate that our schools are on track in their efforts (need to increase their efforts) to enhance the academic achievement of all students. *Outline key points of the results for each part of the exam.*
- Our data about student achievement at our school(s) (at _____ School) provide a more positive picture of student achievement than results of the CAHSEE would indicate.
- The best way to prepare students for the CAHSEE is to make sure state content standards are incorporated into classroom instruction across the curriculum at every school.
- We are implementing state content standards, with English-language arts and mathematics as a top priority. Resources allocated for staff development are critical to this effort.
- CAHSEE results will be used to identify the knowledge and skills each student, who did not pass one or both parts of the exam, needs to successfully meet this new graduation requirement. *Describe what school staff will do to target these needs (e.g., develop individual learning plans).*
- Our district/county has been working with school staffs in our elementary and middle schools, as well as our high schools, to plan a sequence for instruction that addresses state content standards at every grade level.



Section III

Parent/Guardian Notification

Introduction

CAHSEE Legal Requirements for Parent/Guardian Notification

Sample Parent/Guardian Brochure

Sample Notification Flyer for Middle Schools and High Schools

Sample School/Home Newsletter Insert



Introduction

Notifying parents of the requirement for their student to pass the CAHSEE is an important part of ensuring student success on this exam. The more information a district provides to parents, the more opportunity parents have to participate in preparing their student for success on the exam, and the more connected parents feel to the school district.

This section provides: (1) the legal requirements for notifying parents of the CAHSEE, (2) a sample parent brochure, (3) a sample notification flyer for middle schools and high schools, and (4) a sample notification school/home newsletter insert.

These sample materials may be used as models for notifying parents of the CAHSEE. All CAHSEE administration dates selected by districts must be from the testing dates designated by the State Superintendent of Public Instruction.

Districts with non-English speaking parent populations should consider translating CAHSEE correspondence into other languages. No translations of the sample materials in this section are available through CDE at this time.

The following table contains the dates on which the CAHSEE may be offered during the 2002–03 school year. The dates selected by a district should be inserted into the tables in the sample materials that appear in this section.

District CAHSEE Testing Dates 2002–03		
English-Language Arts Session 1	English-Language Arts Session 2	Mathematics Session 1 and 2
Tuesday	Wednesday	Thursday
July 23, 2002	July 24, 2002	July 25, 2002
September 17, 2002	September 18, 2002	September 19, 2002
November 5, 2002	November 6, 2002	November 7, 2002
January 14, 2003	January 15, 2003	January 16, 2003
March 4, 2003	March 5, 2003	March 6, 2003
May 13, 2003	May 14, 2003	May 15, 2003

Please note that this section is about notifying parents of upcoming CAHSEE activities. The *Reporting CAHSEE Results for the 2001–02 School Year to Parents/Guardians* assistance packet, mentioned in the Preface, provides information for reporting individual student results from a past administration to parents/guardians. The *Reporting CAHSEE Results...* assistance packet includes:

- Reporting the 2001–02 CAHSEE Results: Questions and Answers for Parents/Guardians
- Accommodations and Modifications Facts about the CAHSEE
- Accommodations and Modifications for the CAHSEE
- Sample Student and Parent Report and Cover Letter
- Presentation Transparency Masters

CAHSEE Legal Requirements for Parents/Guardians Notification

Education Code Section 48980 (added March 29, 1999; SB 2, Chapter One)

“(a) At the beginning of the first semester or quarter of the regular school term, the governing board of each school district shall notify the parent or guardian of its minor pupils regarding the right or responsibility of the parent or guardian under sections 35291, 46014, 48205, 48207, 48208, 49403, 49423, 49451, 49472, 51240, and 51550 and Chapter 2.3 (commencing with Section 32255) of Part 19.

(b) The notification also shall advise the parent or guardian of the availability of individualized instruction as prescribed by Section 48206.3, and of the program prescribed by Article 9 (commencing with Section 49510) of Chapter 9.

(c) The notification shall also advise the parents and guardians of all pupils attending a school within the district of the schedule of minimum days and pupil-free staff development days, and if any minimum or pupil-free staff development days are scheduled thereafter, the governing board shall notify parents and guardians of the affected pupils as early as possible, but not later than one month before the scheduled minimum or pupil-free day.

(d) The notification also may advise the parent or guardian of the importance of investing for future college or university education for their children and of considering appropriate investment options including, but not limited to, United States Savings Bonds.

(e) Commencing with the 2000–01 school year, and each school year thereafter, the notification shall advise the parent or guardian of the pupil that, commencing with the 2003–04 school year, and each school year thereafter, each pupil completing the 12th grade will be required to successfully pass the high school exit examination administered pursuant to Chapter 8 (commencing with Section 60850) of Part 33. The notification shall include, at a minimum, the date of the examination, the requirements for passing the examination, and shall inform the parents and guardians regarding the consequences of not passing the examination and shall inform parents and guardians that passing the examination is a condition of graduation...”

A New Standard for High School Graduates

Seniors in the class of 2004 will be the first California public school students who must pass the California High School Exit Examination (CAHSEE) to receive a high school diploma. The purpose of the new graduation requirement, authorized by state law, is to:

- ▶ Help improve student achievement in high school
- ▶ Make sure that graduates can demonstrate competency in state content standards for reading, writing, and mathematics

State law passed in 1999 (Education Code sections 60850 and 60851), authorized the development of the CAHSEE. Students in California public schools must pass the CAHSEE to receive a high school diploma, beginning with the graduating class of 2004.

The dates on which the CAHSEE will be offered in our school district appear in the table on the back of this brochure. Students are only allowed to retake the part(s) of the exam that they have not passed.

District CAHSEE Testing Dates 2002–03

ELA Session 1	ELA Session 2	Mathematics Session 1 & 2
Tuesday (insert selected dates for July 2002 through May 2003 here)	Wednesday (insert selected dates for July 2002 through May 2003 here)	Thursday (insert selected dates for July 2002 through May 2003 here)

For more information...

If you have any questions about the CAHSEE:

- ▶ Contact your school office during regular office hours.
- ▶ Visit the California Department of Education's CAHSEE Web site at <http://www.cde.ca.gov/statetests/cahsee/>.

Attention Parents

Introducing California's New Graduation Requirement...



The California High School Exit Examination

August 2002

Questions and Answers for Parents

Who must take the CAHSEE?

► **11th Graders**

During the 2002–2003 school year, students in grade 11 (class of 2004) who have not yet passed one or both parts of the CAHSEE may continue to test on designated test dates selected by the school district.

► **10th Graders**

In spring 2003, all students in grade 10 (class of 2005) must take the CAHSEE for the first time.

Why do students take the CAHSEE for the first time in grade 10 instead of grade 11 or 12?

Students are given several opportunities to meet the CAHSEE requirements for a high school diploma. Requiring the exam to be taken for the first time in grade 10 provides students who are unsuccessful with seven additional opportunities to pass the CAHSEE.

What about students who are not fluent in English?

English learners are required to take the CAHSEE in grade 10 with all students. These students must complete six months of instruction in reading, writing, and comprehension in English during the first 24 months of enrollment in the California school system. They are required to take the CAHSEE during this time. All students must pass the CAHSEE in English to receive their high school diploma.

Will students with special needs have to take the CAHSEE?

Yes. Students with special needs must pass the CAHSEE to receive a high school diploma and must be allowed to take the CAHSEE with accommodations or modifications as specified in their

Individualized Education Program (IEP) or Section 504 Plan for classroom or statewide testing. Students who take the test using a modification will receive an invalidated test score. However, if the invalidated test score is the equivalent to a passing score (i.e., 350 or higher), the district may submit a waiver request on behalf of the student to waive the requirement of successful passage of one or both parts of the CAHSEE to receive a diploma.

What if parents do not want their student tested?

All students must pass the CAHSEE to earn a high school diploma from a California public school, beginning with the graduating class of 2004.

Who decided what the CAHSEE should cover?

A High School Exit Examination Standards Panel, appointed by the State Superintendent of Public Instruction, reviewed state content standards in English-language arts and mathematics and recommended what they believed a student should know and be able to do to graduate from high school. Test blueprints, outlining what the CAHSEE covers, were adopted by the State Board of Education in December 2000.

What does the English-language arts (ELA) part of the CAHSEE cover?

The English-language arts part of the CAHSEE addresses state content standards through grade 10. In reading, this covers vocabulary, decoding, comprehension, and analysis of information and literary texts. In writing, this covers writing strategies, applications, and the conventions of standard English (e.g., grammar, spelling, and punctuation).

What does the mathematics part of the CAHSEE cover?

The mathematics part of the CAHSEE addresses state standards in grades 6 and 7 and algebra I. The exam includes statistics, data analysis and probability, number sense, measurement and geometry, mathematical reasoning, and algebra. Students also are asked to demonstrate a strong foundation in computation and arithmetic, including working with decimals, fractions, and percents.

How can parents help their students pass the test?

Parents should ask their student's teachers or principal if the school's curriculum is aligned to state content standards in English-language arts and mathematics. Parents should ask:

- How the school is implementing state standards into classroom instruction at all grade levels.
- How teachers are helping students achieve these standards.
- How they can help their student(s) at home.

What happens if students don't pass the CAHSEE?

Students who do not pass one or both parts of the CAHSEE in grade 10 may have an opportunity to retake the CAHSEE three times in grade 11, three times in grade 12, and once after grade 12. Students retake only the part(s) of the exam not previously passed. The school district must provide additional instruction to assist students who do not pass the exam (Education Code section 60851(e)).

SAMPLE NOTIFICATION FLYER FOR MIDDLE SCHOOLS AND HIGH SCHOOLS

California High School Exit Examination 2002–03

Notice to Parents and Guardians

Beginning with the graduating class of 2004, all students will be required to pass the California High School Exit Examination (CAHSEE) to receive a high school diploma. This graduation requirement is mandated by state law. All students must first take the CAHSEE in the spring of tenth grade.

What the CAHSEE Covers

The exam is divided into two parts: (1) English-language arts (reading and writing) and (2) mathematics. All questions are aligned to content standards adopted by the State Board of Education. Content standards describe what students should know and be able to do at each grade level from kindergarten through grade 12. The test blueprints contain the content standards assessed by the CAHSEE.

Requirements for Passing the CAHSEE

Students must earn a score of 350 or higher on each part of the CAHSEE (mathematics and English-language arts) in order to pass the exam.

Graduation Requirements

Students must pass both parts of the CAHSEE to receive their high school diploma, beginning in the spring 2003–04 school year. Students will also need to complete all local district requirements to graduate.

Testing Dates

The CAHSEE will be given at the school site during regular school hours on the dates specified in the table below. Students in grade 11 who have not yet passed one or both parts of the CAHSEE may retake the exam on each of the dates listed below. As required by state law, students in grade 10 may only take the CAHSEE during the (*insert March or May here*) 2003 administration. Students who do not pass the exam in tenth grade will have several opportunities in grades 11 and 12 to retake the part(s) not passed. Students will receive additional instruction, if needed, to ensure success on this exam.

For More Information...

For the latest information regarding the CAHSEE, please visit the California Department of Education's CAHSEE website at <http://www.cde.ca.gov/statetests/cahsee>. If you have any further questions about the CAHSEE, please contact our school office during regular school hours.

District CAHSEE Testing Dates 2002–03

English-Language Arts Session 1	English-Language Arts Session 2	Mathematics Session 1 and 2
Tuesday (<i>insert selected dates for July 2002 through May 2003 here</i>)	Wednesday (<i>insert selected dates for July 2002 through May 2003 here</i>)	Thursday (<i>insert selected dates for July 2002 through May 2003 here</i>)



Sample School/Home Newsletter Insert

Students in the class of 2004 will be the first California public school students who must pass the California High School Exit Examination (CAHSEE) to receive a high school diploma. This graduation requirement is mandated by state law. The purpose of the CAHSEE is to help improve student achievement in high school and ensure that students who graduate from high school can demonstrate competency in the state content standards for reading, writing, and mathematics.

Testing dates for the CAHSEE are designated each year by the State Superintendent of Public Instruction. The table below lists the testing dates at our school during the 2002–2003 school year. Students in grade 11 who have not yet passed one or both parts of the CAHSEE may retake the exam on each of the dates listed below. As required by state law, students in grade 10 may only take the CAHSEE during the *(insert March or May here)* 2003 administration. Students who do not pass the exam in tenth grade will have seven additional opportunities to retake the part(s) not passed. Students will receive additional instruction, if needed, to ensure success on this exam.

District CAHSEE Testing Dates 2002–03		
English-Language Arts Session 1	English-Language Arts Session 2	Mathematics Session 1 and 2
Tuesday <i>(insert selected dates for July 2002 through May 2003 here)</i>	Wednesday <i>(insert selected dates for July 2002 through May 2003 here)</i>	Thursday <i>(insert selected dates for July 2002 through May 2003 here)</i>

We will continue to keep parents and students informed about this important examination. Additional information about the CAHSEE is posted on the California Department of Education Web site at <http://www.cde.ca.gov/statetests/cahsee>.

If you have questions about the CAHSEE, please contact *(district/school contact person)* at *(telephone number)*.